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NOTES AND NEWS

PUBLIC LIBRARY STATISTICS, 1938

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A WPA LIBRARY SUPERVISOR SPEAKS

WINIFRED CARLSEN

District Supervisor, WPA Library Project

One Sunday evening several months ago a book was dramatized on a popular radio program. The book was not a "best-seller"; it has been on the shelves of public libraries for years. It was H. G. Wells' *War of the Worlds*, a fantastic, thrilling story of an attack on this earth by creatures from the planet Mars. The story was presented so realistically that people all over the country thought they were listening to an authentic news broadcast and many became panic stricken and paralyzed with fear. The consternation of listeners brought a good deal of publicity to the broadcast and to Orson Welles, the brilliant director.

It occurred to me that the progress of the public library would be greatly accelerated if we could find a combination as effective as Orson Welles and H. G. Wells to dramatize, not a book, but abstractly, the book, the printed word. The theme could be a picture of life in the Twentieth Century with all existing books destroyed, and with no person able to write down his thoughts, knowledge, or discoveries so as to communicate them to others. To imagine the consequences of such a disaster might create a keener appreciation of the role of the public library in the American scene.

It is unfortunately true that the great majority of our people have only the vaguest notions about the public library. What the library has to offer to the average citizen has not been brought to wide public attention. Many people still think of the library as a monumental building in which books are gathered for safe keeping; a building in which a librarian presides quietly in an atmosphere of undisturbed peace. Books and reading are still considered by some as the delight and recreation of the few. Library

work was long thought a "genteel" profession for a lady who might like a few dollars extra spending money. One of my instructors at library school used to say that "a sweet Christian character and a love of books from childhood" formerly constituted the requirements for librarianship.

The fact that such out-moded ideas are still prevalent is a handicap to proper library development. Let us contrast the attitudes of the public toward schools and formal education and then toward the library. It is a general belief that education

and schools are important, that everyone should have an equal opportunity for formal schooling. This belief has resulted in a constant improvement of educational facilities, adequate support for schools, high requirements to insure a good teaching staff. State aid to schools is taken for granted. Figures recently released by the Federal Office of Education showing that Minnesota

expends in state aid to schools \$17.51 per capita, as contrasted the national average of \$15.33, were hailed with congratulatory editorial comment in the newspapers. Public support and interest have been necessary to the advancement of our educational system. They are equally important if the library is to fulfill its function as a democratic American institution.

The librarian today recognizes her responsibility in furthering a true understanding of the importance of the public library, but often the individual librarian has been handicapped, both by her own limitations and by the lack of a budget sufficient to free her energy from details and routine work. The meagre service she has been able to give is demoralizing. It is difficult to promote publicity about library services when glaring lack is thus spotlighted. The promotion of high

This article by Miss Carlsen is the printed version of a talk which she and other WPA library supervisors give before local groups such as Rotary and Kiwanis clubs and county leaders for the purpose of organizing a citizens' library movement. It is published here for the guidance and information of librarians who may have occasion to address local groups in their own communities, and for WPA supervisors in other states who may find it useful.—Ed.

standards of service is possible only as the librarian and the general public share the responsibility for it.

To provide adequate service a library must have an income which will provide books and staff to serve the entire population. Such a library can function in cooperation with the schools, give instruction in the use of the library, maintain a reference collection on which people can depend for information. Today, especially in the larger cities, the library has developed services which give an inkling of great possibilities. The business branch, the reader's adviser, the book-lists on subjects of special interest, the radio program, the pamphlet collection, the public forum, the parent-teacher room, the book fair—all indicate trends in greater book service to the public.

The supplying of material on subjects of wide public interest is one of the many purposes of the library. A patron may say, "I've been reading a lot in the papers about censorship of radio programs, and I don't know whether it's a good thing or not, and before I make up my mind I want all the 'dope' I can get on it." The library should provide authoritative factual material and books which present varied interpretations of such facts. Thousands of people have turned to the library to learn new occupations and technical skills. One woman I knew founded a good candy business on the knowledge gained in the technical department of a large city library—librarians everywhere could cite many similar cases. Many people obtain recreational reading at the library, reading as varied as human tastes and interests. The use of leisure time for reading may find one person learning more about a hobby; another person finds a detective story provides a necessary relaxation; still another, may take a keen interest in travel books. Some people want stories completely removed from the problems of everyday living; others like to read novels in which the author presents a realistic approach to situations and characters—we often look for ourselves in such books. It may be asserted that whatever a person reads serves to supplement or enrich his own life.

That the public, tax-supported library should have developed in our country was as natural and inevitable as the growth of a free educational system. Public schools providing equal opportunity to all are a responsibility which our government and our people have long realized as important. Moreover, we are not content with a simple education limited to the teaching of the 3 R's; we want, and so we support, an educational system which is adjusted to the needs and problems of the complex modern world. If Johnny or Mary attend a rural consolidated school, or a village school, we want them to get just as good an education as the boys and girls in the larger cities. We want them to have an equal chance to develop their talents and special abilities whatever they may be.

The public library has a part in making modern educational methods effective. Books as the universal medium of education are necessary tools. To present a subject with proper perspective, the single dogmatic textbook must be supplemented by aids of varied approach, the picture, chart, magazine, book.

It is not only its relation to the school with which the library is concerned; but also, as James Russell Lowell once said, "The better part of every man's education is that which he gives himself, and it is for this that a good public library should furnish the opportunity and the means." Despite a good formal education, we are no longer content to say an individual is through—a finished product at that point. Informal, adult education is important and becoming increasingly so. Living is not a static condition; and this rapidly changing world demands that we keep up, that we adjust ourselves to modern problems. Intelligent public opinion is necessary to find the correct solutions of our problems. The library has been called democracy's best insurance policy; if that is true we can't afford to allow it to expire. The public library, then, is the people's university with no age limitation, no entrance examination, no tuition but the public tax support of a library.

It is pertinent to ask, "How well has the American public library done its job? Has it provided an equal opportunity for self-education; for the acquiring of occupational

knowledge; for the recreational use of books for our people as a whole?"

The library profession pondered on these questions for years, but the depression seemed to stir librarians anew to the realization that the library problem was so acute that something had to be done. Thousands of new patrons flocked to the library. At the same time, when its resources were most needed, the library found its budget cut, staffs reduced, salaries lowered. Librarians did the best they could under the circumstances, but books wore out, services had to be curtailed, hours of opening reduced, branches closed. Thus, just as the need and desire of the people for library service was strikingly demonstrated, the failure of library resources to fill the demand was increasingly evident. The library was trying, but failing. Why? What did the situation call for? It was time to take stock. Surveys were made, statistics compiled, books written.

One of the editorials in the New York Times last year began, "The free public library is as American as corn on the cob." It is true that the United States led the world in the development of the free public library. But, corn on the cob . . . well, chances are that most people have a chance to enjoy it—in season anyway. But are libraries as common, really? I think that the editorial in Parents Magazine entitled: "How public are our libraries?" is a relevant question.

"Not very public," is the answer according to a pamphlet entitled "The Equal Chance" published in 1936 by the American Library Association. Forty-five million people in this country are without library service. One person in every three is handicapped by the lack of the one public institution which provides free access to books. A natural tendency, when speaking of the handicapped or the under-privileged, is to exclude ourselves; we think, perhaps, of the poor share-cropper, in the South, or the poor children growing up in the slums of a large city. I may say that from the standpoint of library service, I have seen children in the slums of New York City who are not handicapped, and children in rural Minnesota who are!

We find that 40 of the 45 million without libraries live in small towns, villages, and on

farms. A book called *The Geography of Reading* gives the result of a study of the relationship between library development in the United States and the availability of other cultural advantages. The author's conclusion is, "To him that hath, it shall be given, and to him that hath not, it shall be taken away." He found that the people who live in cities have good library service in addition to all the educational and cultural advantages of the drama, of concerts, museums, art institutes, specialized schools, public forums, etc., and that the opposite is true in the smaller communities and rural areas. It would seem, then, that the farmer, the small town and village dweller suffer a double handicap in lacking both the public library and the other cultural agencies which the city dweller enjoys.

But, you ask, is such a condition fair and right? We know that such inequality of opportunity does not fit in with our democratic ideals. Cannot a solution be found?

In 1935 the American Library Association submitted a National Plan for libraries based on the study of conditions on a nation-wide scale. State library planning boards likewise submitted programs based on conditions in the respective states. The objective of such programs is to make library service available to our entire population. These programs are based on the conviction, well-expressed by a Rotary International broadside, "No longer may the public library be classed as a luxury for the benefit of privileged communities. The broadening of the problems of modern existence has developed a demand for information and enlightenment which has made the public library an indispensable institution. Vastly more than a mere collection of books, the library is a vital force from which emanates an influence for the uplift and progress of civilization."

The National Plan pointed out the need for a coordinated library system with organization along larger library units, such as the county, the regional district, or the large metropolitan areas, as providing the most practical solution. Let us reflect on the growth of the library to the present time. The 6,000 public libraries in this country developed, mushroom like, in the centers of population.

The libraries which sprang up in the cities were supported by them, and confined their services to those living within city limits. Library service and the lack of it existed side by side. Where the county library was established, the basis of support was broadened and a larger population served, but in 1936 less than 300 of the 3,100 counties had county-wide service. More than 1,000 counties were without a single public library. Such inequality demanded a method of giving service to secure maximum benefit at the least cost. The larger unit, involving the pooling of funds and library resources, was the logical answer.

To bring about the efficient utilization of library resources and the extension of library service to all, action by our national, state, and local governments is necessary. While the actual accomplishment of adequate library service must be planned by the states and adjusted to fit local conditions, national responsibility for promoting such service is recognized. The establishment of a Library Service Division in the Federal Office of Education is an indication of the increasing significance of the library problem. The necessary impetus to state planning for public library service will be the passage of the Federal Education Bill. This bill is based on the recommendations of the President's Advisory Committee on Education. In line with other educational measures, it provides for aid to the states in the extension of rural libraries.

The state's recognition of its responsibility for library service is of long standing. State library agencies—in Minnesota, the Library Division of the State Department of Education—carry on the work. In recent years, the need for greater library facilities has resulted in substantial state appropriations in a number of cases for aid to libraries. In Michigan where \$500,000 yearly has been appropriated for library development, remarkable advance is expected. Ohio, Illinois, Arkansas among other states have already benefited by generous state aid.

It is not surprising that library conditions in Minnesota reflect the same inequalities and problems found in other states and in the nation as a whole. With a population of 2½

million, Minnesota has 1 million without library service. Forty per cent of its people are without readily accessible library books. Of 87 counties only 13 provide county library service. Three counties in the state have no libraries of any kind; 37 have only one public library within their borders. It is obvious that it makes a difference in which county you live in Minnesota; if you live in Hennepin or Ramsey, for instance, you have a good public book service; if you live in Blue Earth or Waseca county you don't have such service. You may live in a small town where you have a local library, but, comparatively speaking, you are still handicapped. Statistics show that while the people living in cities of the second or third class—that is, 11,000 to 50,000 population—read more books per person than the people in Minneapolis and St. Paul, their libraries have poorer resources, less money for books, and shorter opening hours.

The Library Division of the State Department of Education, because of inadequate support, has been handicapped in performing the functions delegated to it. It has provided service to communities and individuals without local library facilities through traveling and package libraries, but to make such service satisfactory to people, a book fund which will maintain a large, up-to-date book collection is essential. While the demand for books has increased, the budget has not. In the promotion of improved library service throughout the state, the Library Division has likewise been handicapped. Complete library coverage in Minnesota is not possible unless library planning can be translated into library service.

The present State-Wide WPA Library Project is performing, under the sponsorship of the Library Division, a service which the Library Division's lack of funds has always prevented. It is also an example of national and state cooperation in the library field. The project was endorsed by the Minnesota Commissioner of Education and by the Library Planning Board of the Minnesota Library Association before it was sent to Washington for approval. Of course, these projects have been worked out differently in the various states to meet local conditions. In Kentucky

pack horse libraries were used, and books carried by that relatively primitive means to inaccessible regions in the state; in one county of Mississippi a houseboat was used to convey books in regions without adequate highways. In South Dakota a book-mobile project was sponsored by the South Dakota Parent-Teacher Association and the State Free Library Commission. The state-wide project under the supervision of trained librarians—such as we have here in Minnesota—is best suited to develop rural library extension, according to Edward A. Chapman, national library consultant to the Works Progress Administration.

The project is designed to show through demonstration library stations the advantages of library service based on county and regional units. These stations are being established with the cooperation of local people in centers where book service is lacking.

The county library system, and to a greater extent, the regional system including a number of counties, provide for better library service at lower cost. That is, and rightly, a factor which is important to the public, for it is only reasonable to expect our publicly-supported services to be organized for practical, business-like efficiency. The county and regional system with its consolidation of funds makes centralized book buying possible. The preparation of books for use is done at one headquarters, thus cutting overhead expense and duplication of work. A better book collection is made available throughout a large area with the rotation of books from one station to another giving everyone the benefit of its entire collection. The small-town library which functions as a separate, independent unit, on the other hand, inevitably finds itself with a static, limited book collection; its funds cannot maintain an up-to-date collection to meet the varied tastes of even a very small community. The important, relatively expensive book which the town librarian hesitates to buy because its limited use in her one community does not warrant the purchase, can be bought more readily by the county library where the one book can be used to serve a greater number of people. The village librarian in a county system, relieved of routine and detail book preparation,

can give more attention to meeting individual book needs of her patrons. The county library system, in many cases, brings with it a service directed by librarians with a specialized knowledge of county library work. The trained county librarian insures intelligent book buying, and the application of the most modern library methods.

While the present project is giving a measure of service temporarily through its demonstration libraries, permanent library service in a region must result from local initiative. Minnesota library laws give county commissioners the authority to establish a county library or to contract with an existing public library for the extension of its service.

Favorable public opinion is a necessary factor in securing action from national, state, or local governments for the support necessary to bring about adequate library service. As I pointed out, the belief in equality of educational opportunity has resulted in our public school system which is constantly being adjusted to serve modern needs. The increasing importance of public libraries likewise necessitates equal opportunity for public library service. It is apparent that the general public as well as the library profession is responsible for adequate library service. The librarian works through her professional organizations for public library development and for high standards of library service. The cooperation of individual librarians makes organized effort in such directions possible, but to successfully translate the desire of the public for books into government provision for library service requires the cooperation of the general citizen.

Library-minded citizens have shown the desire to start the promotion for library service where none exists. The lack of sufficient personnel has prevented the State Library Division from giving adequate guidance to the many people in the state who write for information and advice. The supervisors of the present State-Wide WPA Library Project, however, are now able to carry on that function of the Library Division.

But, you ask, how can the interested citizen promote library service? He wants it for himself, and he knows that his neighbor wants it, too. Perhaps his neighbor is not as

conscious of wanting it, or as determined to get it; but the chances are if the neighbor finds out more about what the public library will mean to him, he will work for it, too. One thing is certain—cooperation is necessary for any program. The Federal Education Bill, for example, has been supported by a number of organizations interested in the educational welfare of our people and by numerous individuals who have indicated their interests to their senators and representatives. In some of the states where aid for libraries has been achieved, Citizens' Library Committees were formed to organize widespread support for the legislation. The legislative program of the Minnesota Library Association for 1939-41 calls for a minimum appropriation of \$50,000 for the State Library Division and an appropriation of \$150,000 for state aid. The success of this program de-

pends upon the organized support of the people of the state.

The passage of the Federal Education Bill and the legislative program for Minnesota are important to the library-minded citizen and to his neighbor. The equalization of library opportunity is also the objective of the State-Wide WPA Library Project. Citizens and organizations interested in securing a permanent county or regional library system can cooperate in promoting the demonstration in this district. The neighbor who wasn't as conscious of what he was missing when he didn't have books around may become the mainstay of a Citizens' Library Committee. Library-minded citizens, in anticipation of their neighbors' articulate demands and active support, may well begin to dig channels for such sentiment.

LIBRARY PROTECTION*

Delegates to the Mid-Winter conference of the American Library Association reported that pressure groups are trying to censor book purchases, which in the opinion of the librarians, if permitted, would be a violation of the Bill of Rights.

At Des Moines, Iowa, pressure became so severe that it was necessary for the library trustees to draft an affirmation of policy which said, "Books and other reading matter selected for purchase from public funds shall be chosen from the standpoint of value and interest to the people of Des Moines and in no case shall selection be based upon race or nationality, political or religious views of the writer. As far as available material permits, all sides of controversial questions shall be represented equally in the selection of books on subjects about which differences of opinion exist."

Librarians and library trustees deserve greater support in their fight than simply the knowledge of a job well done. The majority of citizens in any enlightened American community will support their position as they will support the right of free speech and any of the other guarantees of the Bill of Rights. But the fact remains that in too many instances only the voice of the pressure group is heard as the sound thinking people of the community are too busy at their every-day tasks.

In view of this apparently organized general movement those persons interested in maintaining real public libraries might well volunteer their support to the librarians and trustees who now are carrying on their fight.

*Editorial, St. Paul Dispatch, January 10, 1939.

CODE OF ETHICS FOR LIBRARIANS*

PREAMBLE

1. The library as an institution exists for the benefit of a given constituency, whether it be the citizens of a community, members of an educational institution, or some larger or more specialized group. Those who enter the library profession assume an obligation to maintain ethical standards of behavior in relation to the governing authority under which they work, to the library constituency, to the library as an institution and to fellow workers on the staff, to other members of the library profession, and to society in general.
2. The term librarian in this code applies to any person who is employed by a library to do work that is recognized to be professional in character according to standards established by the American Library Association.
3. This code sets forth principles of ethical behavior for the professional librarian. It is not a declaration of prerogatives nor a statement of recommended practices in specific situations.

I. RELATION OF THE LIBRARIAN TO THE GOVERNING AUTHORITY

4. The librarian should perform his duties with realization of the fact that final jurisdiction over the administration of the library rests in the officially constituted governing authority. This authority may be vested in a designated individual, or in a group such as a committee or board.
5. The chief librarian should keep the governing authority informed on professional standards and progressive action. Each librarian should be responsible for carrying out the policies of the governing authority and its appointed executives with a spirit of loyalty to the library.
6. The chief librarian should interpret decisions of the governing authority to the staff, and should act as liaison officer

in maintaining friendly relations between staff members and those in authority.

7. Recommendations to the governing authority for the appointment of a staff member should be made by the chief librarian solely upon the basis of the candidate's professional and personal qualifications for the position. Continuance in service and promotion should depend upon the quality of performance, following a definite and known policy. Whenever the good of the service requires a change in personnel, timely warning should be given. If desirable adjustment cannot be made, unsatisfactory service should be terminated in accordance with the policy of the library and the rules of tenure.
8. Resolutions, petitions and requests of a staff organization or group should be submitted through a duly appointed representative to the chief librarian. If a mutually satisfactory solution cannot be reached, the chief librarian, on request of the staff, should transmit the matter to the governing authority. The staff may further request that they be allowed to send a representative to the governing authority, in order to present their opinions in person.

II. RELATION OF THE LIBRARIAN TO HIS CONSTITUENCY

9. The chief librarian, aided by staff members in touch with the constituency, should study the present and future needs of the library, and should acquire materials on the basis of those needs. Provision should be made for as wide a range of publications and as varied a representation of viewpoints as is consistent with the policies of the library and with the funds available.
10. It is the librarian's responsibility to make the resources and services of the library known to its potential users. Impartial service should be rendered to all who are entitled to use the library.
11. It is the librarian's obligation to treat as confidential any private information

*As adopted at the midwinter meeting of the A.L.A.

obtained through contact with library patrons.

12. The librarian should try to protect library property and to inculcate in users a sense of their responsibility for its preservation.

III. RELATIONS OF THE LIBRARIAN WITHIN HIS LIBRARY

13. The chief librarian should delegate authority, encourage a sense of responsibility and initiative on the part of staff members, provide for their professional development and appreciate good work. Staff members should be informed of the duties of their positions and the policies and problems of the library.
14. Loyalty to fellow workers and a spirit of courteous cooperation, whether between individuals or between departments, are essential to effective library service.
15. Criticism of library policies, service and personnel should be offered only to the proper authority for the sole purpose of improvement of the library.
16. Acceptance of a position in a library incurs an obligation to remain long enough to repay the library for the expense incident to adjustment. A contract signed or agreement made should be adhered to faithfully until it expires or is dissolved by mutual consent.
17. Resignations should be made long enough before they are to take effect to allow adequate time for the work to be put in shape and a successor appointed.
18. A librarian should never enter into a business dealing on behalf of the library which will result in personal profit.
19. A librarian should never turn the library's resources to personal use, to the detriment of services which the library renders to its patrons.

IV. RELATION OF THE LIBRARIAN TO HIS PROFESSION

20. Librarians should recognize librarian-

ship as an educational profession and realize that the growing effectiveness of their service is dependent upon their own development.

21. In view of the importance of ability and personality traits in library work a librarian should encourage only those persons with suitable aptitudes to enter the library profession and should discourage the continuance in service of the unfit.
22. Recommendations should be confidential and should be fair to the candidate and the prospective employer by presenting an unbiased statement of strong and weak points.
23. Librarians should have a sincere belief and a critical interest in the library profession. They should endeavor to achieve and maintain adequate salaries and proper working conditions.
24. Formal appraisal of the policies or practices of another library should be given only upon the invitation of that library's governing authority or chief librarian.
25. Librarians, in recognizing the essential unity of their profession, should have membership in library organizations and should be ready to attend and participate in library meetings and conferences.

V. RELATION OF THE LIBRARIAN TO SOCIETY

26. Librarians should encourage a general realization of the value of library service and be informed concerning movements, organizations and institutions whose aims are compatible with those of the library.
27. Librarians should participate in public and community affairs and so represent the library that it will take its place among educational, social and cultural agencies.
28. A librarian's conduct should be such as to maintain public esteem for the library and for library work.

ON 1938 STATISTICS

The public library statistics for 1938 have been finally compiled and are published elsewhere in this issue. The task of compilation this year was a difficult one and may be attributed to three causes: (1) the new public library form seemed to confuse librarians; (2) much of the data was submitted either incompletely or incorrectly and was not always clear or consistent, and (3) a serious effort was made by this office to break down the data accurately for the purpose of correct entry. In other words, public library reports were carefully scrutinized and checked for their validity in order that a true picture of library conditions in Minnesota might therefore be presented. We did not always succeed in this aim but it is our opinion that the statistics as submitted come closer to reflecting the real library situation in the state than has been the case heretofore.

Over the next twelve months period it is our plan to work closely with librarians by assisting them to make out accurate reports. When the 1939 statistics are published we hope that they will be as correct as it is possible to make them. Librarians themselves could do much to aid us in this task if they will study the report form more patiently and break down the data in accordance with what is wanted.

PUBLIC LIBRARIES

A glance over the summarized table printed on another page should serve to give a more effective grasp of the public library set-up than a written interpretation. The table speaks for itself and should make additional comment unnecessary. However, if only by way of emphasis, and for a true picture of prevalent library conditions in Minnesota, the table should be studied on the basis of Hennepin, Ramsey and St. Louis counties only, and then on the basis of the population with these three counties removed. With approximately one-half the population of the state, these three counties weight the summaries and distort the real facts. They are largely industrial and possess most of the wealth of the state. On the other hand the 84 other counties with a little over half the population, are largely rural and do not have a proportionate share of the state's wealth. For

that reason these 84 rural counties give a better index to real library conditions than is the case if the other three counties are included.

It will be seen by consulting the summarized table, that the three large urban counties spend five times as much per capita as do the other 84 counties. As a result, they are able to give better service; their readers have access to $2\frac{1}{2}$ times as many books per capita and borrow 3 times as many volumes per capita. Moreover, these three large urban counties give library service to 100% of their population, whereas the other 84 counties give only 30%. Examined in this light the statistics are amazing and definitely point to the imperative need for equalizing library opportunity between industrial and rural areas.

One of the most disconcerting factors in compiling annual public library summaries is the inclusion of county data with that for public libraries by some librarians reporting. Some libraries, notably St. Paul and Minneapolis, have set up controls for the segregation of county work from that of the local library.

This is as it should be for in this state there are no legal county libraries established to give service to the county as a political subdivision. Our libraries are essentially local public libraries which give county service through contract between county commissioners and public library boards. This in our opinion is a special service which a library gives to a separate political subdivision under specific terms. Such subdivisions should be treated separately and apart in recording the data. All our libraries giving county service are set up as local public libraries with the financial support coming from the community and not the county.

What is primarily wanted is the data for the local library. When county statistics for county service are included in the local annual library reports such as circulation, registered borrowers, appropriations and expenditures, it is difficult if not impossible to compute per capita for the community. Segregation of county and public library statistics is essential to an interpretation of the data for the local public library itself and for the community it serves.

If one local public library includes in its annual report the data for county service and another does not, comparisons between public libraries on the basis of local support and service are unfair, invalid and meaningless. It is earnestly hoped that all public libraries giving country service will in the future make some effort to set up the necessary controls and submit reports for their libraries which do not include county statistics. For some libraries this may prove difficult, especially those which receive very small appropriations, and those which receive more money from the county than from the community. On the other hand some effort along this line should be made. In the interests of accuracy it is well worth the attempt.

ASSOCIATION LIBRARIES

Statistics for Association libraries are published this year in table form although the

data submitted are far from complete. These libraries are organized and maintained by local organizations, frequently women's clubs, which collect gift books, raise funds for the purchase of a few new books and for maintenance, and keep the libraries open a few hours each week for the use of the public.

Funds are sometimes supplemented by an appropriation from the town or village. Twenty of the 44 libraries report that they receive no income from this source, 10 receive \$100 or less, 8 over \$100 and six did not report.

The average association library does well to circulate two books per capita on an expenditure of five cents per capita, but with this limited expenditure it is incorrect to assume that the population served receives library service in the accepted sense of that term.

FEDERAL AND STATE AID

Resolutions adopted by the A.L.A. Trustees Section, meeting in Chicago, Dec. 27, 1938.

The Trustees Section of the American Library Association recognizes the great need for the extension of local public library service to the 45,000,000 citizens now without it, for the development of library adult education services and for the improvement of school library facilities; it realizes that inequalities between the states make federal assistance necessary to the attainment of these objectives; the Section therefore endorses the principle of federal aid for libraries and urges Congress to pass legislation for federal aid to education including libraries in the next Session.

Because of the shrinkage of local revenues for the maintenance of library facilities, and because of the unequal distribution of library facilities within most of the states, the Trustees Section of the American Library Association endorses the principle of state aid for library service and urges trustees to support state aid campaigns which may be in progress within their own states.

PUBLIC LIBRARY STATISTICS, 1938

SUMMARY

POPULATION DIVISIONS	Number of Libraries	Population Served	BOOK COLLECTIONS		CIRCULATION		EXPENDITURES			
			Number of Volumes in Public Libraries	Volumes Per Capita	Number of Volumes Loaned	Circulation Per Capita	Books, Periodicals, Binding	Per Capita Expenditures for Books, Periodicals, Binding	Total Expenditures	Total Expenditures Per Capita
Public Libraries:										
Serving over 50,000 population.	3	837,425	1,285,894	1.5	5,746,554	6.8	136,985	.16	860,538	1.02
Serving 10,000-50,000 population	11	163,917	331,437	2.0	1,422,806	8.6	38,122	.23	177,881	1.08
Serving 5,000-10,000 population	18	124,203	290,381	2.3	1,094,382	8.8	29,853	.24	138,171	1.11
Serving 2,500-5,000 population.	31	102,629	237,469	2.3	699,548	6.8	21,048	.20	87,518	.85
Serving 1,000-2,500 population.	52	81,596	243,330	2.9	556,171	6.8	16,084	.19	61,653	.75
Serving less than 1,000 pop'n.	22	16,728	62,713	3.7	111,276	6.6	2,514	.15	8,894	.53
County Library Service		136,096	102,811		876,516	6.4			60,737	.44
Association Libraries.	44	42,672 ¹	56,712	1.3	90,953	2.1			2,139	.05
On the basis of population served	181	1,462,594	2,610,747	1.7	11,443,206	7.8	244,606	.16	1,397,531	.95
On the basis of total population.	181	2,563,953 ²	2,610,747	1.0	11,443,206	4.4	244,606	.09	1,397,531	.54
On the basis of three counties:										
Hennepin, Ramsey, St. Louis.	18	1,009,102	1,642,161	1.6	7,394,555	7.3	179,138	.17	11,066,419	1.06
On the basis of remaining 84 counties	163	1,554,851 ²	968,586	.6	4,008,651	2.5	65,468	.04	331,112	.21

Number of Libraries

Public libraries maintained by tax support or public funds	137
Public libraries maintained by Associations	44

With Tax Supported Library Service

Population of Minnesota (87 counties)	2,563,953
Population served by public libraries (137)	1,326,498
Population served by county libraries	136,096
Population served by Association libraries (44)	42,672 ¹

Total population served (57%) 1,462,594

Without Tax Supported Library Service

Urban	2,922
Rural	1,098,437

Total population not served (43%) 1,101,359

COUNTY SERVICE, 1938

COUNTY	CONTRACTING PUBLIC LIBRARIES	County Appropriations	Total Rural Population	Appropriation Per Capita	Borrowers	DISTRIBUTING POINTS			Book Stock	County Circulation	Circulation Per Capita
						Branches	Stations	Schools			
Anoka	Anoka	1,385	7,951	.17	643				5	5,229	.6
Dakota	South St. Paul	500	18,155 ¹	.03			3	57	3,894	8,243	.4
Hennepin	Minneapolis	22,619 ¹	49,595	.45		23	12	86	73,228	539,200	10.8
Itasca	Grand Rapids	4,999	16,838	.30	2,592	6	12	71		17,988	1.0
Koochiching	International Falls	1,085	9,042 ¹	.12				17		14,882	1.6
Lake	Two Harbors	1,165	2,643	.44	508					5,280	2.0
Meeker	Litchfield	325	15,034 ¹	.02	457						
Olmsted	Rochester	400	14,805 ¹	.03	422						
Pennington	Thief River Falls	825 ¹	6,219 ¹	.13	1,431		2	48	1,887	22,318	3.6
Ramsey	St. Paul	8,190 ¹	9,600	.85	4,000		5	29	21,578	56,273	5.9
St. Louis	Duluth, Hibbing, Virginia, Ely	16,000	38,648	.35	7,315	3	79	25		163,977	3.6
Steele	Owatonna	1,944	10,821	.18	1,408		5	81		20,237	1.9
Washington	Stillwater	1,300	14,990 ¹	.09	2,765			30	2,224	22,889	1.5
Totals		60,737	214,341 (136,096) ⁴	.28	21,541	32	118	444	102,811	876,516	2.9

¹Because of low per capita expenditure this figure is not included in total for population served.

²Figure represents total population and not population served.

³Includes state aid for school libraries.

⁴Population served.

⁵Not kept separately.

ASSOCIATION LIBRARY STATISTICS, 1938

PLACE	Population	Book Stock	Circulation	City Appropriation	Expenditures
Annandale.....	663	1,574		None	\$61.00
Bagley.....	885	650		None	
Blooming Prairie.....	1,046	4,045	9,061	\$138.87	
Brooten.....	604	277	398	None	16.00
Cambridge.....	1,183	1,655	1,390	None	
Chaska.....	1,901	2,500		None	32.85
Claremont.....	373	665	808	50.00	63.95
Cook.....	2,728				
Deerwood.....	552	1,355	1,319	100.00	79.42
Dennison.....	262				
Dodge Center.....	854				
Elbow Lake.....	903	1,426	4,746	120.00	165.00
Farmington.....	1,342	1,275	4,057	50.00	
Franklin.....	535	500	1,040	None	
Fulda.....	818	1,625	3,500	300.00	327.00
Glencoe.....	1,925	4,500	12,135	350.00	
Hancock.....	798	845	1,829	100.00	167.34
Harmony.....	821	1,474		None	87.70
Hills.....	407	1,255	1,277	None	58.75
Hinckley.....	682				
Lake Benton.....	903	1,700		None	
Lamberton.....	782	1,276	3,051	148.19	
Lanesboro.....	1,014	2,665	7,989	250.00	
Le Center.....	948	1,000		None	102.50
Mabel.....	686	1,650		50.00	
McGregor.....	216	1,055	1,505	None	72.00
Mahnomen.....	989	2,646		None	
Marietta.....	344	499		None	
Milaca.....	1,318	1,800	9,678	175.00	171.43
Montgomery.....	1,570	450	1,673	None	146.50
Mountain Lake.....	1,388	1,493	8,604	100.00	
New York Mills.....	667	1,620		None	
Perham.....	1,411	2,308	3,008	50.00	
Rose Creek.....	210			None	
Royalton.....	518	1,281	1,386	50.00	95.25
Rush City.....	908	3,000		50.00	100.00
Shafer.....	117	590		None	
Springfield.....	2,049	2,145	8,676	150.00	224.04
Stewart.....	541				
Wabasso.....	482	728	1,086	None	115.00
Waconia.....	1,291			None	
Waseca.....	3,815				
West Concord.....	613	1,390	2,080	None	17.00
Westbrook.....	610	1,795	657	100.00	38.46
Total.....	42,672	56,712	90,953	\$2,332.06	\$2,139.19

LOOKING OVER THE MAP

3 Counties With no Library of any Kind

Kanabec Norman Red Lake

13 Counties With no Legally Established Public Libraries

Benton Kanabec Red Lake
 Carver Lincoln Roseau
 Clearwater Mahnomen Sibley
 Grant Murray
 Isanti Norman

37 Counties With Only One Library, Either A Legal Public Library or an Association Library

Becker Hubbard Olmsted
 Benton* Isanti* Pennington
 Carver* Jackson Polk
 Cass Kandiyohi Pope
 Clay Kittson Roseau*
 Clearwater* Lake Scott
 Cook Lake of the Woods Sherburne
 Douglas Lincoln* Sibley*
 Freeborn Mahnomen* Steele
 Grant Martin Traverse
 Houston Meeker Wadena
 Murray* Watonwan
 Nobles Wilkin

* Association Libraries

LIBRARY NOTES AND NEWS

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PUBLIC LIBRARY STATISTICS, 1938

PUBLIC LIBRARY STATISTICS, 1938

Popu- lation (1930 Census)	PLACE	LIBRARIAN	Salary	Volumes in Library	BORROWERS		Circu- lation Per Capita	Hours Per Week Open for Lending	RECEIPTS			EXPENDITURES				
					Total Including Non- Resident	Per Cent of Local Popu- lation Registered			Public Funds	Other Funds	Total Including Balance	Tax Income ¹ Per Capita	Books Period- icals, Binding	Salaries Exe- cutive of Janitor	Per Capita Total	
464,356	Over 50,000 Pop'n.	Carl Vika.....	6,000	727,710	185,438	40	3,780,981	8.2	461,826	34,538	502,625	.99	96,381	326,828	523,579	1.12
271,006	10,000-50,000 Pop'n.	Perrle Jones.....	4,500	397,048	76,952	28	1,360,110	5.0	185,162	76,894	203,667	.68	27,149	142,573	265,997	.82
101,463	Under 10,000 Pop'n.	Jane Morey.....	3,000	161,136	28,076	27	596,463	5.8	78,218	2,744	80,962	.78	13,455	50,075	80,962	.80
10,169	Albert Lea.....	Gyla Caulfield.....	1,500	7,114	3,026	35	43,916	4.3	5,000	.....	5,000	.50	386	2,569	4,968	.49
12,276	Austin.....	Mrs. Tanya B. Hines.....	1,680	17,605	9,325	75	135,395	11.2	8,306	1,545	8,306	.66	1,943	3,770	8,158	.66
10,221	Bedford.....	Zita A. Miller.....	900	15,499	4,351	39	43,288	4.2	2,465	617	4,010	.24	1,138	1,200	3,475	.35
12,757	Bedford.....	Florence D. Love.....	2,100	21,132	5,045	39	79,263	6.2	10,752	1,144	11,444	.84	2,619	8,548	11,475	.90
20,011	Hibbing.....	Laila Kojala (acting).....	2,400	27,818	11,439	57	296,909	14.8	37,400	8,430	39,920	1.86	7,022	18,064	37,555	1.87
14,038	Manakto.....	Mrs. C. C. Bordwell.....	2,100	22,825	6,746	47	121,647	8.6	9,002	963	11,385	.64	2,903	7,650	23,087	.72
20,621	Recheater.....	Grace M. Stevens.....	2,550	33,586	10,190	42	245,584	12	13,273	834	23,582	.63	3,762	8,239	21,366	1.12
21,000	St. Cloud.....	Alma M. Penrose.....	2,300	30,333	8,405	38	129,514	6.1	17,408	325	7,733	.69	1,450	4,028	7,112	.69
10,009	South St. Paul.....	Grace A. Dorival.....	1,920	17,271	7,210	70	51,198	5.1	28,043	7,889	35,931	.24	7,884	14,148	34,491	2.88
11,963	Virginia.....	Edith A. Rechocyl.....	2,520	24,067	9,852	50	168,007	15	17,370	892	18,262	.83	3,659	16,192	15,849	.76
20,850	Winona.....	Ethel Binney.....	2,100	41,187	10,990	51	107,085	5.1	37,400	8,430	33,920	.24	7,884	18,064	37,555	2.88
	High.....		2,500	72,818	11,439	75	296,909	14.8	10,752	963	11,444	.69	2,903	5,548	11,475	.83
	Median.....		2,100	28,325	7,210	47	121,647	6.2	2,465	325	4,010	.24	386	1,200	3,588	.35
	Low.....		900	7,114	3,026	35	43,288	4.2	.....	.....	.....	.....	.....	.....	.....	.....
7,202	6,000-10,000 Pop'n.	Marte Knudson.....	1,200	43,458	3,066	37	50,671	7	3,329	1,884	5,213	.46	1,417	1,225	4,306	.60
8,308	Bemidji.....	Gladys Eklund.....	2,210	19,522	3,636	43	127,830	15.4	29,825	2,952	33,777	.36	3,579	13,017	33,721	4.06
6,782	Cloquet.....	Maud Grogan.....	780	13,571	1,900	19	102,020	15	8,120	813	10,736	1.20	2,241	5,300	9,768	.25
5,613	Columbia Heights.....	Lucille R. Hawkins.....	1,620	13,571	2,893	45	58,704	9.3	1,053	200	2,134	.79	266	813	1,402	.80
6,321	Crookston.....	Chaire M. Winzenburg.....	880	27,428	5,513	53	31,418	5	4,845	638	6,251	.75	1,678	2,169	5,071	.72
8,157	Ely.....	Mrs. Ruth King.....	2,040	27,428	5,513	53	84,442	10.3	13,700	.....	14,516	1.84	2,305	8,949	13,284	1.62
5,521	Fairmont.....	Mrs. Vivian G. Norrid.....	1,620	15,430	3,800	68	68,507	12.4	4,968	387	4,449	.87	1,683	1,620	4,305	.57
9,389	Fergus Falls.....	Margaret McIntosh.....	1,845	27,690	4,453	46	55,068	5.8	2,182	.....	2,241	.54	1,379	2,709	5,364	.41
5,036	Hastings.....	Myrtle T. Rundquist.....	1,820	29,736	3,987	60	73,183	10.6	9,066	293	13,840	1.80	1,885	4,999	9,302	1.85
5,014	International Falls.....	Agatha Lindner.....	1,200	14,702	4,092	81	40,906	8	2,593	375	3,068	.59	554	1,290	2,761	.55
7,651	Little Falls.....	Barbara Lentz.....	1,200	14,702	4,092	60	55,456	7.2	5,205	285	5,889	.68	885	2,200	5,136	.67
7,308	Moorehead.....	Florence Powell.....	1,600	8,190	2,998	39	35,719	5	5,888	363	8,987	.98	3,790	2,280	9,552	.88
9,629	New Ulm.....	Erna F. Holander.....	1,200	27,781	4,335	40	80,459	10.5	10,999	304	12,778	1.14	1,963	2,034	6,757	.77
7,654	Owatonna.....	Mrs. Donna Rosebrock.....	1,200	17,900	6,066	59	113,413	11.7	4,908	702	7,842	.68	1,702	3,420	11,189	.84
9,629	Red Wing.....	Edna V. Steiner.....	1,440	24,226	4,131	57	60,012	8.3	3,757	277	4,480	.61	956	1,920	3,778	.61
7,173	Stillwater.....	Gertrude Glennon.....	1,820	10,276	4,425	66	38,206	0.2	20,825	3,693	33,777	.37	3,570	13,017	33,721	4.06
6,173	Willmar.....	Amy Hanson.....	2,220	43,458	6,096	81	127,930	15.4	4,936	375	5,889	.77	1,547	2,240	5,250	.76
	High.....		1,320	15,561	4,039	49	58,704	8	1,053	135	2,134	.02	266	813	1,402	.25
	Median.....		720	4,244	1,190	19	18,468	3.2	.....	.....	.....	.....	.....	.....	.....	.....
	Low.....		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

¹ Tax on income from public library.

¹See page 298 for county statistics.²Includes county collection.³Based only on receipts from city levy for public library.⁴Includes immediate environs served.⁵County appropriation included in totals.⁶Per capita for city not computed as county appropriation is included in total.⁷School library serving as public library.⁸Salary paid by school board.⁹Includes school and municipal appropriations.

LIBRARY NOTES AND NEWS

PUBLIC LIBRARY STATISTICS, 1938—Continued

Popu- lation (1930 Census)	PLACE	LIBRARIAN	Salary	Volumes in Library	BORROWERS		Circu- lation Per Capita	Hours Per Week Open for Lending	RECEIPTS			EXPENDITURES				
					Total Including Non- Resident	Per Cent of Local Popu- lation Registered			Public Funds	Other Funds	Total Including Balance	Tax Income ^a Per Capita	Books Period- icals, Binding	Salaries Exclusive of Janitor	Total	Per Capita
2,500-5,000 Pop'n.																
3,876	Alexandria.....	Mrs. Margaret A. McCord	840	12,089	3,204	72	22,130	5.7	2,154	1,323	3,477	56	438	1,198	3,280	85
3,881	Anoka.....	Mrs. Ruth L. Smith	900	6,384	2,881	46	24,363	5	2,485	119	2,604	23	251	1,200	2,445	81
2,884	Blue Earth.....	Alta M. Cummings	960	8,293	2,222	67	14,539	5	2,246	118	2,364	78	782	994	2,344	24
2,699 ^a	Celina.....	Ruth Vandyke	1,560	9,188	1,779	67	16,297	10	5,882	159	6,168	2.21	1,085	2,887	5,953	24
3,451	Crosby.....	Mrs. Eva M. Bloomfield	410	5,751	1,561	43	16,297	4.7	951	104	2,681	28	32	461	1,835	25
3,675	Detroit Lakes.....	Mrs. W. H. McCart	780	9,933	3,780	64	22,651	6.1	1,518	104	2,681	41	897	780	1,835	50
2,722	Gilbert Rapids.....	Mrs. M. A. C. Bennett	1,200	4,045	1,364	65	30,689	11.2	9,499	13,218	22,906	3.49	2,176	3,102	12,186	4.7
3,206	Hopkins.....	Mrs. Bloomie Jentad	1,260	17,655	2,430	76	41,603	12.9	6,929	184	7,113	60	1,404	2,859	7,075	6
3,834	Hudson.....	Mrs. Sophia P. White	900	4,387	2,013	52	19,173	5.3	1,600	102	1,702	36	307	1,600	1,546	40
3,406	Hutchinson.....	Mrs. Sara W. McIntyre	1,020	9,050	2,884	77	18,441	8.2	2,831	103	3,114	27	369	1,668	2,068	79
3,210	Lake City.....	Mrs. Bess F. Harmon	720	7,795	2,219	68	26,441	5.3	2,831	103	3,114	27	369	1,668	2,068	79
2,880	Laverne.....	Mrs. Bess F. Harmon	720	8,289	1,999	29	19,348	10	1,969	114	2,419	69	335	1,020	2,111	73
2,644	Litchfield.....	Mabel Birkett	1,020	8,227	1,680	60	20,493	7.7	2,261	187	2,564	83	698	704	2,538	107
3,250	Marshall.....	Elizabeth L. Rank	1,020	6,431	1,705	51	24,797	7.6	1,736	165	2,674	53	567	1,466	2,587	107
4,319	Monticello.....	Mildred R. Bennett	1,420	9,781	3,021	69	24,507	5.6	3,000	223	3,223	51	564	1,466	2,587	107
2,822	North St. Paul.....	Isabelle Netke	350	4,681	1,273	45	11,669	4.1	9	700	40	1,970	25	305	350	63
2,915	North St. Paul.....	Mrs. Louise M. McIntyre	720	6,409	2,326	63	23,935	8.2	3,135	345	3,480	82	727	1,432	449	23
4,153	Pine Stone.....	Anna Nystrum	720	8,780	2,401	57	15,459	8.7	3,517	280	4,388	50	493	720	2,205	53
2,552	Redwood Falls.....	Mrs. Sue J. Holger	1,325	9,356	2,440	68	18,327	7	2,963	272	3,471	97	584	1,349	2,874	1.17
3,489	St. James.....	Irene Helland	1,320	4,258	2,111	52	17,992	2.8	3,666	139	2,163	24	305	610	941	1.17
2,808	St. Peter.....	Mrs. R. L. Kittelson	610	4,143	2,126	75	7,992	4.2	2,014	296	2,906	42	367	1,042	1,396	1.08
2,716	Sank Center.....	Mrs. Grace G. Heyn	900	7,770	2,605	53	20,493	13	2,939	400	3,252	1.08	1,042	1,396	2,831	1.08
2,576	Sleepy Eye.....	Bernice A. Finnegan	1,080	13,670	1,520	60	37,041	13	2,939	400	3,252	1.08	1,042	1,396	2,831	1.08
2,667	Staples.....	Cydia S. Sasse	720	3,991	999	25	9,053	3.5	3,310	30	4,919	1.29	222	1,012	1,334	60
4,268	Thief River Falls.....	Carrie M. Mayer	350	4,004	791	25	16,326	5	9	700	40	1,970	25	305	350	63
2,570	Tracy.....	Mrs. Hazel Engstrom	1,900	21,323	3,550	55	11,000	15	2,460	97	734	17	151	350	704	26
4,425	Two Harbors.....	Mrs. Hazel Engstrom	367	2,921	1,921	45	9,506	22	956	217	6,049	99	1,501	2,250	5,400	70
2,512	Wadena.....	Leonora Peterson	840	5,564	2,996	67	27,293	10	2,603	108	3,500	26	345	1,031	1,376	54
2,600	White Bear.....	Edna V. Wagner	1,080	7,703	1,031	41	23,637	9.3	2,366	281	3,551	33	438	1,095	2,557	94
3,878	Worthington.....	Ada M. Palmer	900	7,242	1,279	46	26,627	10	2,144	191	2,506	82	1,095	1,095	2,159	83
		Mrs. Florence Humiston	900		2,448	63	43,695	11.2	3,246	113	3,674	84	1,167	1,255	3,111	80
	High.....		1,500	17,655	3,540	82	43,695	13	9,499	13,218	22,906	3.49	2,176	3,102	12,186	4.7
	Median.....		900	7,770	2,126	60	22,997	6.1	2,201	191	2,906	17	564	1,095	1,271	73
	Low.....		330	2,825	791	25	7,992	2.8	460	40	734	32	32	330	663	23

¹See page 298 for county statistics.

²Includes county collection.

³Based only on receipts from city levy for public library.

⁴Includes immediate environment served.

⁵County appropriation included in totals.

¹Per capita for city not computed as county appropriation is included in total.

²Includes school and municipal appropriations.

³Per capita for city not computed as county circulation is included.

⁴Public library giving school service.

⁵Receives additional salary as school librarian.

LIBRARY NOTES AND NEWS

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PUBLIC LIBRARY STATISTICS, 1938—Continued

Popu- lation (1930 Census)	PLACE	LIBRARIAN	Salary	Volumes in Library	BORROWERS		Circu- lation Per Capita	Hours Per Week Open for Lending	RECEIPTS			EXPENDITURES					
					Total Including Non- Resident	Per Cent of Local Popu- lation Registered			Public Funds	Other Funds	Total Including Balance	Tax Income ³ Per Capita	Books Period- icals Binding	Salaries Exclusive of Janitor	Total	Per Capita	
1,000-2,500 Pop'n.																	
1,545	Atkin.	Pearl J. Baker	532	3,980	1,281	63	8,515	5.5	28	734	16	1,130	.47	313	532	951	.61
1,623	Aurora.	Mrs. L. P. Cheney	206	3,031	1,570	88	8,062	5	9	500	21	647	.31	369	206	598	.36
1,403	Appleton.	Katherine Drussler	475	2,668	505	34	16,354	11	13½	2,563	21	3,110	1.75	344	475	2,355	1.60
2,590 ¹	Bayport	Marie Hoge	190	2,985	592	42	10,817	7.7	4	500	34	654	.12	410	90	519	.20
1,235	Belle Plaine	Viola Tolman	52	940	108	8	960	12.7	6	81	25	187	.07	45	82	97	.08
2,095	Beuson	Nina Brown	900	8,298	1,294	40	26,428	12.7	33	1,453	10	1,586	.70	197	900	1,320	.63
1,004	Bird Island	Mrs. H. T. Robb	160	1,965	359	32	5,643	5.6	6½	453	10	491	.43	172	168	365	.36
1,383	Bwabik	Margaret A. Sullivan	*1,678	10,616	129	9	6,560	4.8	36	700	54	709	2.32	932	901	2,489	2.08
1,248	Bovey	Lydia M. Schafer	840	1,849	618	46	11,477	9.2	36	3,143	75	6,650	.15	187	245	432	.37
2,248	Buffalo	Mrs. M. W. Rothwell	240	2,874	581	25	10,069	4.5	12½	360	75	671	.16	180	240	420	.39
1,409	Buffalo	Pearl L. Aldrich	165	4,991	1,011	71	4,632	3.2	7	279	10	1,028	.26	180	192	381	.27
1,634	Buhl	Reuben D. Weaver	1,470	16,997	1,368	80	31,501	19.2	66	10,515	130	15,928	.64	1,544	2,998	9,333	5.71
1,554	Caladonia	Relia Bouquet	390	4,633	1,326	54	10,609	6.8	18	717	81	1,182	.46	521	390	941	.60
1,738	Canby	Mrs. Anne Lortie	384	4,305	3,316	62	18,479	15.9	15	840	228	1,179	.63	48	226	384	.53
1,269	Chatham	Annette Johnson	870	7,422	2,449	22	19,423	15	30	*1,582	762	2,908	.92	236	882	1,878	1.48
1,305	Chatham	Agnes O. Miller	990	3,578	238	17	12,210	3	45	*1,534	210	1,744	.27	690	1,011	1,713	1.52
1,363	Dawson	Elsie Mae Trotter	560	3,578	238	17	12,210	3	21½	2,177	148	2,726	.57	115	157	1,230	.90
1,393	Elk River	Lola Doebler	157	2,155	1,186	68	3,009	3	12½	2,177	148	2,726	.57	115	157	1,230	.90
2,290	Glenwood	Mrs. Cassa B. Schies	480	4,170	1,794	54	16,712	7.5	19½	1,074	144	1,306	.48	158	533	1,306	.92
1,791	Granite Falls	Mrs. Frances Foley	326	4,709	1,637	39	8,753	4.8	12	1,757	55	2,019	.92	253	326	1,763	.86
1,033	Ironton	Marys K. Proctor	420	3,080	1,047	82	5,711	8.5	6	945	18	2,118	.91	226	660	987	.66
2,206	Jackson	Mrs. L. L. Johnson	510	5,358	1,359	43	18,931	8.5	12	862	71	1,237	.39	380	510	1,062	.44
1,184	Janesville	Glady's Koplen	480	3,416	610	45	8,889	5.8	27	609	59	961	.56	48	480	702	.59
1,019	Kasson	Aucena C. Jensen	300	2,660	689	65	5,688	5.6	26	420	114	778	.41	240	366	715	.70
2,134	Kewadin	Glady's Gumbus	51	1,953	738	45	2,647	1.9	3½	150	11	272	.11	56	51	115	.08
1,392	Kenyon	Mrs. John G. Thomas	96	2,383	892	42	4,373	3.7	14	150	99	299	.13	121	96	217	.18
1,173	Lake Crystal	Carrie M. Caldwell	200	3,277	1,292	68	7,148	3.7	10	592	21	1,405	.31	303	200	548	.29
1,897	Le Sueur																

¹Based only on receipts from city levy for public library.²School library serving as public library.³Salary paid by school board.⁴Includes school and municipal appropriations.⁵Public library giving school service.⁶Receives additional salary as school librarian.⁷Includes 1200 prison population not served by library.

PUBLIC LIBRARY STATISTICS, 1938—Continued

Popu- lation (1930 Census)	PLACE	LIBRARIAN	Salary	Volumes in Library	BORROWERS		Circu- lation	Circu- lation Per Capita	Hours Per Week Open for Lending	RECEIPTS				EXPENDITURES			
					Total Including Non- Resident	Per Cent of Local Popu- lation Registered				Public Funds	Other Funds	Total Including Balance	Tax Income ¹ Per Capita	Books Period- icals, Binding	Salaries Exclusive of Janitor	Total	Per Capita
1,854	1,000-2,500 Pop'n	Marion Lewis	110	3,117	1,104	59	7,359	3.9	22	300	.....	300	.....	94	110	204	11
1,916	Long Prairie	Mrs. H. L. Borgendale	780	4,775	1,188	47	21,802	11.3	37	1,500	.....	1,500	.....	533	780	1,584	82
1,943	Madison	Della Erickson	900	4,999	983	63	6,451	7.6	30	1,017	22	1,307	1.38	468	983	1,298	1.75
2,474	Marble	Margaret Lucenia	1,200	12,071	2,454	96	18,750	4.1	34%	3,086	92	4,362	1.48	793	1,487	2,007	1.24
1,479	Mountain Iron	Mary Grivich	1,320	12,078	1,010	61	31,771	23.5	72	6,175	34	6,523	4.3	532	2,635	6,215	4.45
1,475	Milvia	Mrs. Noble Coucheron	360	3,174	1,162	30	14,590	9.9	24	1,660	74	1,974	80	194	310	664	45
2,617	Ortonville	Vivian Hasten	360	4,973	1,411	68	14,592	6.3	19%	1,222	164	1,583	30	131	251	402	38
2,691	Park Rapids	Mrs. Cora C. Wade	340	2,760	1,580	65	13,056	5.7	11	1,363	49	1,583	61	346	309	793	38
1,421	Paynesville	Victoria Gale	251	2,482	1,093	75	7,700	3.9	11	353	31	808	28	144	144	275	36
1,443	Pine City	Mrs. Peter Engel	444	2,482	1,215	41	8,598	7.7	10	372	35	908	57	215	480	701	57
1,434	Plainview	Mrs. Mary Belsham	570	3,493	877	67	23,485	6.8	37	616	42	1,362	20	156	570	942	77
1,636	Preston	Mrs. Blanche Hovelson	1,060	6,363	1,191	67	23,487	14.3	45	91,774	62	2,035	53	426	1,080	1,725	1.05
1,981	Rushford	Mrs. Lulu E. Owens	475	3,813	585	38	12,987	5.3	6	600	36	1,187	74	131	210	542	48
1,981	St. Charles	Emma Crumpton	475	3,813	585	38	12,987	5.3	40	933	36	1,187	34	323	475	1,056	80
1,972	Sandstone	Mrs. L. L. Fickert	480	5,725	1,355	77	8,307	4.9	20	371	.....	371	.....	293	500	1,762	1.03
2,212	Spring Valley	Polvo Luoma	480	5,725	1,355	77	8,307	4.9	36	905	57	2,037	1.11	293	500	1,762	1.03
1,972	Wabasha	Clara E. Hornbogen	400	4,445	1,253	57	14,855	5.7	16	847	28	1,237	38	416	600	1,411	51
1,900	Walker	Mrs. J. C. Jewell	240	4,445	1,253	57	8,307	4.9	20	971	164	1,257	31	176	240	420	35
1,472	Warren	Edna E. Carlson	240	4,445	1,253	57	8,307	4.9	20	1,000	114	1,645	35	176	240	420	35
2,121	Waverly	Edna E. Carlson	240	4,445	1,253	57	8,307	4.9	20	1,000	114	1,645	35	176	240	420	35
2,121	Wendell	Mrs. Lucie B. Olson	240	4,445	1,253	57	8,307	4.9	20	1,000	114	1,645	35	176	240	420	35
1,713	Winnetonka	Flora E. Johnson	266	4,092	960	46	9,762	4.6	11	954	.....	954	.....	110	300	580	41
1,701	Winnebago	Mrs. Elsie W. Johnson	420	4,377	1,969	82	10,508	6.2	15	661	19	1,656	30	139	420	913	53
1,350	Wumrota	Mrs. Elsie W. Johnson	720	6,751	1,784	74	26,250	19.4	22	91,622	202	1,804	93	487	720	1,704	1.20
	High		1,678	16,597	3,316	96	31,771	23.5	72	10,515	762	15,978	2.52	1,404	2,998	9,333	5.71
	Median		420	4,170	1,011	54	8,690	5.6	16	700	54	1,182	45	226	420	887	53
	Low		33	940	108	8	950	7	3	81	10	157	07	45	33	97	08

¹Based only on receipts from city levy for public library.²Includes immediate environs served.³School library serving as public library.⁴Includes school and municipal appropriations.⁵Public library giving school service.⁶Receives additional salary as school librarian.⁷N. Y. A. or W. P. A. worker.⁸Data for adult population only.

PUBLIC LIBRARY STATISTICS, 1938—Continued

Popu- lation (1930 Census)	PLACE	LIBRARIAN	Salary	Volumes in Library	BORROWERS		Circu- lation Per Capita	Hours Per Week Open for Lending	RECEIPTS				EXPENDITURES		
					Total Including Non- Resident	Per Cent of Local Population Registered			Public Funds	Other Funds	Total Including Balance	Tax Income ³ Per Capita	Books Period- icals, Binding	Salaries Exclusive of Janitor	Per Capita
	Less Than 1,000 Population														
822	Baudette	Mrs. H. F. Meyer	65	562	400	43	2,440	3	100	43	302	12	60	65	15
709	Blackduck	Mrs. W. A. Crowe	100	1,408	206	29	2,989	4 1/2	169	41	308	24	74	100	28
704	Browerville	Mrs. Rose R. Bennis	48	1,354	183	25	7,844	11	95	75	400	13	31	48	16
981	Brown Valley	Lucy Van Tassel	315	2,864	361	38	4,065	4.1	850	860	850	86	56	315	81
687	Carlton	Mrs. H. V. LeMaster	215	2,138	376	38	4,926	7	439	22	1,152	21	90	215	46
627	Edgerton	Mrs. Clara Jacobs	96	2,307	376	37	6,384	10	133	22	410	21	75	96	34
916	Fairfax	Edgar Heumann	315	3,158	375	37	8,595	8.8	497	78	677	51	122	372	70
969	Graceville	Mrs. Anna E. Crowe	372	6,341	715	41	1,010	2.3	125	74	125	20	75	13	18
618	Grand Marais	Mrs. Janet Allen	13	2,220	428	69	1,010	2.3	135	19	197	15	53	77	16
885	Grand Marais	Mrs. Janet Allen	13	2,220	428	69	1,010	2.3	135	19	197	15	53	77	16
869	Hallowell	Alice E. Faddock	179	1,824	473	81	877	1	163	29	280	21	29	40	11
763	Howard Lake	Mrs. Wm. Campbell	40	2,049	635	82	1,542	2	1,922	500	2,879	2.61	625	1,265	3.68
737	Kinney	Helen O. Hendrickson	720	2,830	367	32	12,418	16.8	281	51	1,370	42	201	243	1.02
661	Le Roy	Elizabeth Ann Price	243	3,954	925	57	7,308	11.8	93	8	106	16	15	25	9.09
661	Lindstrom	Mrs. Sven Carlson	25	1,589	294	50	3,831	6.8	93	8	106	16	15	25	9.09
862	Mapleton	Mrs. W. A. Dietz	165	6,579	748	85	8,711	10.1	500	29	914	58	189	165	91
504	Maynard	Mrs. H. W. Baker	100	2,655	297	59	5,073	10	200	23	365	40	118	100	43
916	Minneapolis	Mrs. H. W. Anderson	153	2,716	516	37	5,198	5.6	200	35	275	22	118	153	30
924	Monticello	Ether Dole	1927	4,754	505	54	5,467	5.9	281	48	470	30	199	127	36
825	Newport	Ella Smith	208	3,370	492	35	5,900	7.1	16	40	877	66	155	208	59
961	North Island	Helen Cresse	41,140	5,655	854	48	13,410	14	442	11	667	83	152	231	84
527	Taylor Falls	Mrs. Frances F. Murdock	231	3,816	373	63	3,888	7.3	442	11	667	83	152	231	84
	High		1,140	6,579	925	85	13,410	16.8	1,922	500	2,879	2.61	625	1,265	3.68
	Median		159	2,655	473	50	5,135	7	200	40	405	27	83	153	35
	Low		25	562	183	25	5,877	1	50	8	106	106	15	25	9.09

³Based only on receipts from city levy for public library.⁴School library serving as public library.⁵Salary paid by school board.⁶Library receives additional salary as school librarian.⁷Mr. Y. A. or W. P. A. worker.⁸School library open to public. No public library levy.

LIBRARY BINDING

STANDARDS FOR REINFORCED (PRE-LIBRARY-BOUND) NEW BOOKS

The standards for reinforced (pre-bound) new books printed below were approved by the Council of the A.L.A., the Library Binding Institute, the Joint Committee of the A.L.A. and L.I.B. and the Book Buying Committee of A.L.A., as of January, 1939.

These Standards refer *only* to the kinds of reinforced new books which have been subject to most confusion; that is, the kinds with covers imprinted with a design like that on the original publisher's binding. Reinforced new books with *other designs*, or with *plain covers*, are not referred to in these Standards; such books are obviously Class "A" if they meet with the Class "A" Specifications—and if they do, they may rightfully be called Class "A."

The purpose of these standards is to make it possible for librarians to know exactly what they are buying. Librarians purchasing reinforced new books are urged to ask dealers or binders to state in writing whether the books conform to the standards and exactly which type they are. When such books are bought on advertised bids, the bid proposal should state that the books should conform to the standards and indicate exactly which type is wanted; also whether the covers are to be "plain," imprinted with the original publisher's design or "decorated" with some other design.

1. All "reinforced" new books shall be completely resewed in accordance with the Minimum Specifications for Class "A" Library Binding.

2. With the exception of the cover, all other parts, construction, processes, and materials shall be in conformity with the Minimum Specifications.

3. Three types of *cover* shall be permissible:

Type I. *Class "A" cover.* Cover similar in appearance to the publisher's original cover, but made of heavyweight library buckram (starch-filled or pyroxlin-filled) or pyroxlin-coated fabric, as required by the Minimum Specifications, and with the publisher's original design imprinted thereon.

Type II. *Publisher's light-weight buckram cover.* Cover similar to that of Type I, but made of a light-weight buckram, with the publisher's original design imprinted thereon.

Type III. *Publisher's original cover.* This refers to the cover which would be on the book if bought in its original form, non-reinforced, through the usual channels. A reinforced book of this type would have the publisher's original cover taken off by the binder, who would then resew and otherwise reinforce the book and replace the original cover on the volume.

4. Reinforced new books which conform to A.L.A. standards shall be designated as follows:

a. "Resewed and reinforced in Class 'A' cover," or "Class 'A' Pre-Bound." (Corresponding to "Type I" above.)

b. "Resewed and reinforced in publisher's buckram cover." (Corresponding to "Type II" above.)

c. "Resewed and reinforced in publisher's original cover." (Corresponding to "Type III" above.)

5. Only books reinforced in accordance with "Type I" shall be designated "Class A" or referred to as conforming to the Minimum Specifications.

SUBSCRIPTION BOOKS REPORT

Bulletin No. 6

A RESTATEMENT OF PURPOSE

In September, 1937, a state committee of trained librarians was formed for the purpose of publicising information and evaluations of sets of books sold by agents in Minnesota. To date this committee, through the Library Division of the State Department of Education, has issued six bulletins.

As has been said, it has been the intention of the committee to concern themselves primarily with books being sold in the state at the present time. It has also been the intention to use the Subscription Books Bulletin of the American Library Association as a guide, partly because there was no need for duplicating the work of this A.L.A. committee, and partly because it was felt that the state committee members would be busy enough if they commented on how the sets, already evaluated in the Subscription Books Bulletin, could be used in Minnesota. The committee, of course, is in no way bound to accept the opinions of the A.L.A. committee, and occasionally they have differed with them. Sometimes a set of books may have a great deal of interesting material, but if that material is not what is most needed by Minnesota's schools and libraries today, or if it can be had in a more attractive or less expensive form, then the book has not been approved for purchase. An effort has been

made to point out what seemed to be the best investment of limited library funds, though it was also hoped to help by warning against the purchase of works not suited to library needs, and by calling attention to works that have proved most useful in the libraries of the state.

The committee has also tried to comment on unscrupulous sales methods and to warn prospective buyers to beware of "give away" and "annual payment" plans, or deals offering two sets for the price of one. Occasionally a warning has been issued about the high pressure agent who is willing to misrepresent his books in order to make a sale, though this is difficult to do without being unfair, for not all representatives of the same firm work in the same manner. It is possible to make some general statements: the honest publisher does not wink at crooked tactics in his representatives, and the honest salesman does not misrepresent his wares or what other people say about them, nor does he try to force you into making an immediate decision.

The response to the efforts of the committee has been encouraging. The work will be continued on the same basis on which it was started, and, it is to be hoped, with the growing assistance of librarians and superintendents.

THE PURCHASE OF BOOK SETS OTHER THAN ENCYCLOPEDIAS

Several sets of books have recently been presented to the committee for review. Instead of giving an evaluation of each one, we are going to state our general policy regarding all of them.

I. Complete works of an author

Approval is not given the purchase of any complete set of an author's works, however much of a bargain they may be. It is better to buy individual volumes of the best representative works of an author.

II. Recommended encyclopedias

Sets of encyclopedias for first purchase in school libraries were listed in Bulletin No. 2, October 29, 1937. The four chosen for recommendation were Compton's Pictured Encyclopedia, World Book Encyclopedia, Encyclopedia Americana, and the Encyclopedia Britannica. The first two are classed as juvenile works, the last two as adult. Each graded elementary school should have at least one set of juvenile encyclopedia, and each sec-

ondary school should have at least one juvenile and one adult encyclopedia.

III. Not recommended encyclopedias or sets of books

A third type of set attempts to be a library of all knowledge, such as an encyclopedia, but it is usually arranged by large units from which reference information is not available except through the index. The topics are not in alphabetical order. Though some of these sets are called encyclopedias, the difficulty of readily locating material is just one factor which prevents comparing or classing them with the four recommended encyclopedias.

The need of most Minnesota schools for a large collection of ready reference materials—encyclopedias, handbooks, yearbooks, etc., is not great. Most of these needs can be met by the approved encyclopedias, and dictionaries, and some of the additional handbooks listed in the Standard Catalog for High School Libraries or the Children's Catalog. All other book needs of the school are best met by the purchase of individual volumes on subjects for which there is a demand. As long as there are courses of study with bibliographies, and available lists of library materials, kept up to date by monthly supplements, the committee has decided not to approve for purchase any of the general sets so far submitted for approval.

REPORTS

The Perpetual Library Association and the New Standard Encyclopedia. According to information received from some of the schools, salesmen purporting to represent the

"well established firm" the Perpetual Library Association of St. Paul, are now in the state selling "The New Standard Encyclopedia." An encyclopedia by that name was reviewed in the April, 1934, issue of the Subscription Books Bulletin and given a *not recommended* rating. The present set may or may not be a revision of the above. The first one sold for \$24.50 and the present one costs \$69.50—plus an additional \$.48 a year for loose leaf service.

May we urge you not to purchase this set until we are able to obtain further information for you.

Webster's New World Dictionary. The small dictionary for desk use is not published by the G. & C. Merriam Co. and should not be confused with their publications. A *not recommended* review appeared in the January, 1936, issue of the Subscription Books Bulletin and will be sent to anyone requesting it.

PAMPHLET MATERIALS

The A.L.A. is considering the appointment of a committee for the purpose of publishing critical information about free and inexpensive materials, and the indexing services for them. To date no committee has been responsible for reviewing pamphlet services and their indexes, of which there are so many on the market today. Until we have further information for you, may we refer you to Bulletin No. 4, September, 1938, and again suggest the use of caution before making a purchase.

NEWS ITEMS

LIBRARY DEMONSTRATION GETS UNDER WAY

The WPA Library Project was started in Blue Earth County in November, and is now under way in Rice, Freeborn and Mower Counties as well. The Project is under the supervision of Leona A. Olson, with Winifred Carlsen, Mary Lovaas, and Dorothy Beth Hansen as field supervisors. Josephine Illa is cataloguer and Jean E. Lehmann is in charge of publicity.

Because of the limited trained personnel available for the project under WPA quota restrictions, the geographical advancement of the project cannot be very rapid. However, definite progress is being made in other ways. About 9000 new books which were ordered from federal funds by Miss Eleanor Davis of the Library Division are now being catalogued and processed. A definite program of publicity has been planned, with weekly radio broadcasts and news releases being prepared for those counties in which the project is functioning, and a series of news articles on general library conditions now being released for state-wide distribution.

The development of the project in Blue Earth County has clearly indicated that the demonstration of county library service is very successful. It is proving to be the best means of showing the bookless public what real library service would mean, and is also proving to the skeptics that people will read books if they are easily available.

Another important phase of the project at this early stage is the spontaneous growth of the regional library idea. The Blue Earth County Library Demonstration, which is being organized by Miss Carlsen, has been changed to the Mankato Regional Library Demonstration because of requests from Watonwan and Waseca Counties that the benefits of the Demonstration be extended to them.

The first library station was opened at Amboy on January 4th. Permission was re-

ceived from Federal authorities to use space in the post office, and shelving was furnished by the Commercial Club. There has been an enthusiastic response to this station, with 140 borrowers registering during the first week, and 1015 books being withdrawn in January.

A second station, which also serves as headquarters for the region, was opened at the Mankato Public Library, and a third was established in connection with the local library in Lake Crystal.

Miss Lovaas has been organizing the project in Rice County since the beginning of February. The library board of the Buckham Memorial Library at Faribault voted to support the project and to allow the use of a room in the library for a headquarters station. The library board in Northfield has also expressed its approval of the project and will give space for a station there. Plans are under way to open six stations in Rice County as soon as books are available.

Miss Olson and Miss Hansen began work in Mower County on February 1 and will work there and in Freeborn County simultaneously. Headquarters for these counties will be in the public libraries of Austin and Albert Lea.

Since equalization of library opportunity is essentially a rural problem, the State Agricultural Extension Division has given its enthusiastic support to the project, and local representatives of the Division have been very helpful to the organizers. The Minnesota Farm Bureau Federation has also agreed to cooperate, and has given time on one of its regular radio programs over WDGY for Miss Olson to explain the project.

The Junior Chamber of Commerce, Parent-Teacher groups, women's clubs and various civic and commercial organizations have also been cooperative, and the general enthusiastic response being given to the organizers everywhere has been most encouraging.

LIBRARY LEGISLATION

The Library Planning Board, the Legislative committee and the Library Division have expended considerable effort since last November in advancing the legislative program approved by the M.L.A. at its last session.

All legislators have been mailed material and information on the need for certification, state aid, and adequate support for the Library Division. Many legislators have also been contacted or interviewed directly by librarians.

All librarians have been sent copies of the bills to be introduced and have been urged to cooperate with the committees of the Association by writing to their representatives in the legislature to support the bills. Lay organizations have also been called upon to support our program.

On January 24th H.F. No. 235, a bill for the certification of public librarians was introduced in the House. The bill was also introduced in the Senate a few days later.

Hearings on the bill were held by the House Committee on Education Wednesday, February 4th, at which time members of the legislative committee attended to present our case. After considerable discussion, the committee appointed a subcommittee to study the bill further. Hearings by the subcommittee were held Monday, February 6th. At the time this number goes to press the subcommittee had not yet reported back to the main committee.

On Thursday, February 9th, hearings on the bill were held by the Senate Committee on Education which voted it out of the committee favorably.

The State Aid Bill is expected to be introduced in the Senate by the time this issue reaches our readers.

FEDERAL AID AGAIN BEFORE CONGRESS

On January 31, Representative William H. Larrabee of Indiana, Chairman of the House Committee on Education, re-introduced the bill for federal aid to education, including libraries, as H.R. 3517. Senator Elbert Thomas has introduced it in the Senate.

The A.L.A. through its officers and Fed-

eral Relations Committee is working closely with the National Education Association and the Advisory Committee on Education in support of the bill. Many other educational groups have endorsed it, both the large labor organizations, and such agencies as the American Association of University Women, National Association of Business and Professional Women, and National Council of Jewish Women.

Write to your representative for copies of the printed bill. Merely asking for copies is evidence of interest. Librarians all over the country are supporting this bill.

REGIONAL CONFERENCE PLANNED

At the midwinter meeting of the A.L.A. held in Chicago December 27-30, the officers of the state associations of the Illinois, Michigan, Minnesota, and Wisconsin Library Associations met to discuss plans for a four-state regional library meeting to be held at the Hotel Schroeder in Milwaukee October 18-21, 1939.

Owing to the recent trends towards state and federal aid, the theme of the conference will be on rural social problems and their implications to libraries.

Four prominent speakers will be heard. In addition there will be round table discussions for the following special groups: Large public libraries, small public libraries, school libraries, college libraries, juvenile libraries, cataloguing, reference, lending, publicity, trustees, county libraries, hospital libraries, junior members, and special libraries.

Social highlights of the conference are to include a banquet and a dance to be held on separate nights.

FACT-FINDERS STILL ON THE AIR

The 15-minute radio program, "Fact-Finders," which the Minnesota Library Association has presented every Thursday noon over KSTP is still on the air, and probably will be until June. The radio committee has secured permission from KSTP to rebroadcast the program on smaller stations throughout the state immediately after it has come

over KSTP, rather than after a two-week interval. Rebroadcasting librarians find that this solves much of the difficulty of revision which was quite a problem before. The following libraries are cooperating with the radio committee by rebroadcasting the scripts:

Albert Lea-Austin Sat., 12 M.—KATE
Hibbing.....Thurs., 1 p. m.—WMGF
Mankato.....Thurs., 3:45 p. m.—KYSM
Moorhead.....Sat., 12:15 p. m.—KVOX
Northfield.....Wed., 9:30 a. m.—WCAL
St. Cloud.....Fri., 1:45 p. m.—KFAM
Virginia.....Thurs., 1 p. m.—WHLB

Librarians are urged to tell their patrons about the program, and to listen themselves. Other librarians having access to radio stations may begin broadcasting the program at any time. If you are interested, write for sample scripts. Although the presentation of the program involves some work, it is good publicity for your local library, as well as for the library movement all over the state. Co-operating librarians assure us that they enjoy giving the scripts, so why not join our company and give them, too?

Elizabeth Bond.

WANTED

As all legislators were mailed copies of the Special Survey Report of the Library Division (August, 1937,) the Library Division is almost completely out. At the time this report was made head librarians in the state were mailed a copy. We would appreciate receiving from these librarians this report if they have no further use for it.

POSTER MATERIAL

Many of the school librarians who attended the M. E. A. Convention last fall asked if

it was possible to order copies of the attractive Snow White posters that were on display. Miss Marylou Walkup, librarian at North High School, Minneapolis, who was responsible for the display, has now arranged to have additional sets made, each poster to sell for 35 cents, or a set of 8 for \$2.50. The posters are enlarged color reproductions of those shown in the Wilson Bulletin for June, 1938, p. 663-5.

LIBRARY GRANT

The Carnegie Corporation, on the recommendation of its Advisory Group on Teachers College Libraries has recently made a grant of \$9,000 to the State Teachers College at St. Cloud. This institution was one among 29 throughout the country to receive grants in varying amounts. The grant is available in annual installments of \$3,000 over a three-year period.

JUVENILE HEAD RESIGNS

Miss Louise Encking, head of the juvenile department of the Minneapolis Public Library for the past 15 years resigned January 1. Widely recognized for her translations of children's stories from the German, Miss Encking goes to New York to continue this work.

OBITUARY

Miss Loretta Munthe, librarian of the Two Harbors Public Library since February 1, 1938, died suddenly at her home November 4, 1938. She was a graduate of the Duluth State Teachers College and took several summer sessions in library work at the University of Minnesota.

CERTIFICATION BILL KILLED

As LIBRARY NOTES AND NEWS had already gone to press when the certification bill came before the Senate, we are inserting this last bit of information to inform librarians that the bill was voted down by the Senate in committee of the whole.

A. L. A. BOARD AND COMMITTEE MEMBERS IN MINNESOTA

Blegen, Theodore C.	Minnesota Historical Society, St. Paul	Archives and Libraries
Gorgeson, Dorothy	State Board of Control, St. Paul	Membership—Minnesota
Greer, Margaret R.	School Libraries, Minneapolis	N. E. A. and A. L. A. Joint Comm.
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Methven, Mildred L.	State Board of Control, St. Paul	Institution Libraries
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Starr, Augusta	Hosmer Br. P. L., Minneapolis	Friends of Libraries
Vitz, Carl	P. L., Minneapolis	Annuities and Pensions Executive Board Library Architecture and Building Planning Program for the A. L. A., Chmn.
Walter, Frank K.	Univ. of Minn. L., Minneapolis	Bibliography Code of Ethics Publicity
Zimmerman, Lee F.	State Dept. of Educ., St. Paul	Bookbinding

CURRENT RADIO PROGRAMS OF INTEREST TO SCHOOL AND CHILDREN'S LIBRARIANS

The Association for Arts in Childhood is announcing a series of radio programs, sponsored by the American Library Association, the National Education Association and the National Council of Teachers of English. If it is possible to have a radio in your school or in the children's room of the public library, by all means make arrangements for the younger boys and girls to hear these story hours.

TALES FROM FAR AND NEAR

Columbia Broadcasting System

Fridays, 1:30 P. M., C.S.T.

<i>Story and Author</i>	<i>Speaker</i>	<i>Date</i>
Honk the Moose—Phil Stong	Phil Stong	February 3
Tonio Antonio—Ruth Sawyer	Ruth Sawyer	February 10
Girls in Africa—Erick Berry	Erick Berry	February 17
The Good Master—Kate Seredy	Kate Seredy	February 24
The Hidden Valley—Laura Benet	Willard Beatty	March 3
The Boy with the Parrot—Elizabeth Coatsworth	Elizabeth Coatsworth	March 10
Shawneen and the Gander—Richard Bennett	Richard Bennett	March 17
Billy Butter—Berta and Elmer Hader	Leonard Covello	March 24
Give a Man a Horse—Charles J. Finger	Ernest Galarza	March 31
Gone is Gone—Wanda Gag	Fjeril Hess	April 21
Johnny and His Mule—Ellis Credle	May Lamberton Becker	April 28

BOOKS AND PAMPHLETS

RECENT BOOKS Compiled by ELEANOR DAVIS

The World Situation Today

*Armstrong, Hamilton Fish. *When there is no peace*. Macmillan, 1939. 1.75. 327.4

From the confusion of recent European diplomacy, the editor of Foreign Affairs has selected the essential events, skillfully presented them in chronological sequence, assessed their significance and thus presents to the average reader an understandable picture of events from February, 1938, to their culmination at Munich.

*Eliot, George Fielding. *Ramparts we watch, a study of the problems of American national defense*. Reynal, 1938. 3.00. 355

Military expert analyzes weakness and strength of America's present national defense and advocates preparedness. Written for the general reader.

Friedrich, Carl Joachim. *Foreign policy in the making, the search for a new balance of power*. Norton, 1938. 3.00. 940.5

An outline of foreign policy in post-war Europe from 1919 to 1938 by professor of government at Harvard.

Grzesinski, Albert C. *Inside Germany*. Dutton, 1939. 3.50. 943

The author, who as Prussian Minister of Interior under the German republic attempted to deport Hitler as an undesirable alien and was later exiled by Hitler, explains weaknesses of the republic which led to its downfall and contributes to an understanding of the phenomenon of Naziism.

*Hitler, Adolf. *Mein kampf*. Complete, unexpurgated edition. Reynal and Houghton (Joint pub.). 1939. 3.00. 921

This new unabridged translation contains so much significant material not included in the incomplete 1933 translation "My

battle" that it is essential to an understanding of Hitler's program for future Nazi development.

Lerner, Max. *It is later than you think*. Viking, 1938. 2.00. 320.4

Analysis of democracy, fascism and communism by former editor of Nation.

*Mann, Erika. *School for barbarians*. Modern age, 1938. .50. 370.943

The daughter of Thomas Mann gives an alarming and convincing account, with vivid first hand experiences, of the Nazi influence on German children in every phase of their school and social life.

*Mann, Thomas. *This peace*. Knopf. 1938. 75. 940.5

A concise thought-provoking evaluation of the significance of the "peace" of Munich which is termed "one of the foulest pages of history."

Mowrer, Edgar Ansel. *Dragon wakes*. Morrow, 1939. 2.00. 915.1

Author of *Germany puts the clock back* describes struggle between Japan and China from his own recent experiences in China.

Silone, Ignazio. *School for dictators*. Harper. 1938. 2.50. 321

Long discussion of fascism in the form of dialog on contemporary dictatorships. Valuable for its insight into fascism, but will not appeal to average reader.

Van Loon, Hendrik Willem. *Our battle, being one man's answer to My battle by Adolf Hitler*. Simon, 1938. 1.00. 943.85

A reply to *Mein kampf*, this brief book gives a character sketch of Hitler and warns against danger of totalitarian governments to world civilization.

*Starred titles will be found particularly useful for small libraries.

Waln, Nora. *Reaching for the stars*. Little, 1939. 3.00. 914.3

This record of four years, 1934-1938, in Germany, by the author of "House of exile" is a protest against inhumanity. Serialized in part in *Atlantic*.

History and Travel

*Blegen, Theodore Christian. *Building Minnesota*. Heath, 1938. 1.48. 977.6

An elementary history, emphasizing economic and social conditions, well illustrated, by Superintendent of the Minnesota Historical Society. Indispensable for every library.

Farago, Ladislav. *Arabian antic*. Sheridan house, 1938. 2.50. 915

A newspaper correspondent, unsuccessfully attempting to visit the Yemen, observed unusual incidents, diverting individuals and European intrigue in the Red Sea area.

Federal writers' project. *New York panorama*. Random, 1938. 2.50. 917.471

Twenty-six essays on as many aspects of the New York of today.

Fergusson, Erna. *Venezuela*. Knopf, 1939. 3.00. 918.7

This observing travel book with its historical perspective is of value to an understanding of the country; more important than the author's earlier *Guatemala*.

Leigh, William R. *Frontiers of enchantment*. Simon, 1938. 3.00. 916.7

"The fascination of Africa as an artist saw it while painting landscapes and animals for Carl Akeley's African groups in the Museum of Natural History is made real to the reader." (Booklist.)

Littlepage, John D. *In search of soviet gold*. Harcourt, 1938. 2.75. 914.7

An unusual slant on Russian character and methods is provided by this account of an American engineer's experiences while developing Russian gold mines.

*Parkes, Henry Bamford. *History of Mexico*. Houghton, 1938. 3.75. 972

A much needed and balanced interpreta-

tion of Mexico's political, economic and social history.

Rak, Mrs. Mary Kidder. *Border patrol*. Houghton, 1938. 2.75. 325.73

Stories of the work of the U. S. immigration service on the Mexican border.

Stefansson, Vilhjalmur. *Unsolved mysteries of the Arctic*. Macmillan, 1939. 3.50. 919.8

The conclusions reached, based on the author's long acquaintance with the Arctic and years of study, should be of interest alike to readers interested in mysteries and in Arctic exploration.

Wissler, Clark. *Indian cavalcade*. Sheridan, 1938. 3.00. 970.1

The author of *American Indian*, a foremost authority in his field, here gives a remarkable picture of the Indian reservations of fifty years ago.

Biography

Farley, James A. *Behind the ballots*. Harcourt, 1939. 3.00. 921

The vote-getting methods of a successful political manager are revealed in this anecdotal autobiography.

Ferber, Edna. *Peculiar treasure*. Doubleday, 1939. 3.00. 921

The author describes this autobiography, whose narrative interest rivals any of her novels as "the story of an American Jewish family in the past half-century, about the America I know and love."

Kane, John. *Sky hooks, autobiography*. Lipincott, 1938. 3.50. 921

Story of a laboring man who exhibited his first paintings at the age of sixty-seven, as told to a newspaper woman.

Smith, Logan Pearsall. *Unforgotten years*. Little, 1939. 2.50. 921

"Memoirs of an expatriate who left America for Oxford. His leisurely life has been preoccupied with literature and pursuit of rare manuscripts . . . Polished writing." (Booklist.)

Vallentin, Antonina. *Leonardo da Vinci*. Viking, 1938. 3.75. 921

By emphasizing Leonardo the scientist and inventor, the author achieves a striking contrast between his advanced and modern ideas and the medieval Italy in which he lived.

White, William Allen. *Puritan in Babylon*. Macmillan, 1938. 3.50. 921

Careful characterization of a rural early-American personality who never caught up with the significant movements of his day.

Other Subjects

Chapman, Frank Michler. *Life in an air castle*. Appleton, 1938. 3.00. 591.5

This continuation of *My Tropical air castle* is a naturalist's lively observation of bird and animal life in the Canal Zone.

Damon, Bertha. *Grandma called it carnal*. Simon, 1938. 2.00. 818

Grandma, a feminine Thoreau, exponent of plain living and high thinking "fought the 20th century and all its innovations single-handed and won."

Edman, Irwin. *Philosopher's holiday*. Viking, 1938. 2.75. 818

"Personal memoirs, cosmopolitan in tone, charmingly urbane and witty, by a Columbia professor of philosophy who chooses to write random impressions of persons and places which have contributed to his understanding of life." (Booklist.)

*Harris, Herbert. *American labor*. Yale, 1939. 3.75. 331.8

Clear and authoritative history of the movement and of seven labor groups from 1800 to 1938.

Lawes, Lewis Edward. *Invisible stripes*. Farrar, 1938. 2.50. 365

In this continuation of *20,000 years in Sing Sing* the author presents the diary of a prisoner and in reply to its questions considers the convict in a world which has fastened on him the invisible stripes of prejudice.

*Link, Henry C. *Rediscovery of man*. Macmillan, 1938. 1.75. 137

The author of *Return to religion* outlines the steps to the achievement of character and personality without which the individual becomes the victim of his social environment.

Sherwood, Robert. *Abe Lincoln in Illinois, a play in twelve scenes*. Scribner's 1939. 2.00. 812

A contribution to an understanding of Lincoln, as well as to the theater.

Sikorsky, Igor I. *Story of the winged-S, an autobiography*. Dodd, 1938. 3.00. 921

Autobiography of Russian aviation engineer who is now an airplane manufacturer in this country.

Skinner, Cornelia Otis. *Dithers and jitters*. Dodd, 1938. 2.00. 817

Humorous sketches of various common situations by the well-known monologist.

*Taylor, Katherine Whiteside. *Do adolescents need parents?* Appleton, 1938. 2.50. 136.7

Understanding discussion of problems of adjustment between parents and the older adolescents.

Fiction

Aldrich, Mrs. Bess Streeter. *Song of years*. Appleton, 1939. 2.50.

Another pioneer novel, of an Iowa family in the '60's, which will be enjoyed by readers of *Lantern in her hand*.

Barnes, Mrs. Margaret Ayer. *Wisdom's gate*. Houghton, 1938. 2.50.

Sequel to *Years of grace* dealing with the theme of divorce and the adjustments made by modern families to its complications.

Bottoms, Phyllis. *Danger signal*. Little, 1939. 2.50.

Account of a psychiatrist's attempt to divert a patient from the idea of murder; in effect a psychological detective story.

Douglas, Lloyd Cassell. *Disputed passage*. Houghton, 1939. 2.50.

A study in contrast between two doctors which achieves greater reality than the author's earlier novels.

Lawrence, Josephine. *Good home with nice people*. Little, 1939. 2.50.

Story of domestic servants and their employers by the author of *If I have four apples* and other novels on social problems.

Lutes, Della T. *Millbrook*. Little, 1939. 2.50.

Michigan village life a generation ago, with slight plot but the family album quality of the author's earlier sketches.

Malraux, Andre. *Man's hope*. Random, 1938. 2.50.

An episodic narrative of the Spanish civil war written with vivid realism from the author's own experience.

Mason, Van Wyck. *Three harbours*. Lippincott, 1938. 2.75.

A long romance of early Revolutionary days against a background of the shipping industry. Not of first importance.

Sabatini, Rafael. *Sword of Islam*. Houghton, 1939. 2.50.

High adventure of blockades and tyrants in 16th century Italy.

Smither, Wessel. *F.O.B. Detroit*. Harper, 1938. 2.50.

Novel of a lumberjack in an automobile factory in which the author "gives a painful picture of inhuman speed-up—and of workingman's helplessness in the industrial scheme." (Booklist.)

Walker, Mildred. *Dr. Norton's wife*. Harcourt, 1939. 2.50.

Well-written character novel of a doctor and his invalid wife.

White, T. H. *Sword in the stone*. Putnam, 1939. 2.50.

To some readers this tale of the boy King Arthur will seem a delightful fantasy like *Crock of gold*, to others a nightmare resulting from a mixture of the Connecticut Yankee, Robin Hood, Time machine, Handbook of falconry, Ditmars, Grimm's fairy tales and Alice in Wonderland, and other apparent sources.

INEXPENSIVE PAMPHLET SERIES

Compiled by IRMA K. SCHMALZ

FOREIGN POLICY REPORTS. Foreign policy association, Inc., 8 W. 40th St., New York, N. Y. Published twice a month. 25c each; \$5.00 a year; order directly from the Association.

International aid to German refugees, by D. H. Popper. Nov. 1, 1938 (v. 14, no. 16). Discusses the problem presented by political refugees and the need for a determined effort on the part of other nations to meet the situation.

Partition of Czechoslovakia, by P. B. Taylor. Nov. 15, 1939 (v. 14, no. 17). Reviews the events which led to the Munich accord annexing the Sudeten areas to Germany.

Foreign policy of Poland, by R. L. Buell. Dec. 1, 1938 (v. 14, no. 18). Isolation is Poland's greatest danger says Mr. Buell. She must rely not only on her own military force, but also on diplomacy. Polish foreign policy is based on the principle of balance, with two objectives: to obtain outside assistance in case of attack by either Russia or Germany; and to keep Russia and Germany apart.

Military consequences of Munich, by G. F. Eliot. Dec. 15, 1938. (v. 14, no. 19). Surveys the differences in the aims and objectives of the military policies of the principal powers of Europe after the Mu-

nich accord, with force underlying all international relations.

Diplomatic background of Munich accord, by V. M. Dean, Jan. 1, 1939 (v. 14, no. 20). The author lists eleven conclusions that may be drawn at this time in regard to the agreement at Munich. The most startling fact is the shift in Nazi attack to Great Britain and the U. S., which oppose German propaganda and economic penetration in Latin America and Africa.

Nutrition: a League project, by F. T. Merrill, Jan. 15, 1939 (v. 14, no. 21). Presents an important task the League is doing in human welfare work. Raising the standards in nutrition of the world's people involves problems of health, agriculture, and of economics.

PUBLIC AFFAIRS PAMPHLETS. Public affairs committee, Inc., National press building, Washington, D. C. Published on an average of once a month. 10c each; 25 at 8c each; \$7.00 per hundred. Subscription for 12 consecutive numbers \$1.00. (Nos. 1-13 are annotated in the Sept., 1937, issue of Library Notes and News, Nos. 14-20 in the June, 1938, number, and Nos. 21-24 in the Dec., 1938, issue).

No. 25—*Machines and tomorrow's world*, by W. F. Ogburn. 1938. 31p. Predicts tremendous, possible changes in our social, political, and economic life through inventions of today. Some form of planning is needed to meet such changes and this may best be achieved by serious study of future trends.

No. 26—*How good are our colleges?* by Goodwin Watson. 1938. 31p. The answer considers some pertinent points: Are the right students going to college? How colleges differ. Serving time versus learn-

ing. Better individual guidance. The pamphlet is based on a 10-year study of higher education in Pennsylvania.

No. 27—*Who can afford health?* by Beulah Amidon. 1939. 31p. Based on the findings of the National Health Survey, the author concludes, "Here is a national challenge to bridge the gap between medical knowledge and skill, and the vast unmet need for modern medical care in millions of homes like that of John Larson at the neglected end of the street."

HEADLINE BOOKS. Foreign policy association, Inc., 8 W. 40 St., New York, N. Y. 25c each.

No. 14—*Puzzle of Palestine*, by D. H. Popper. 1938. 111p. Describes the origins of the troubles in Palestine and the difficulties arising since the Balfour Declaration, the establishment in Palestine of a National Home for the Jewish people.

No. 15—*Shadow over Europe, the challenge of Nazi Germany*, by Shepard Stone. 1938. Briefly traces the history of Germany through the main provisions of the Versailles treaty, the life, and rise of Hitler. What the Nazi government has done, its influence on other countries, and the future plans of Germany add up to the fear of the future, which shadows Europe and the world.

No. 16—*Bricks without mortar; the story of international cooperation*, by Varian Fry. 1938. 96p. Despite the fact that international understanding for which the world has worked 125 years may give way in the future to anarchy and complete nationalism, a few signs remain encouraging; the Good Neighbor policy in the western hemisphere, the Hull trade program, and the need even of dictators for cooperation.

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